

VISUAL ARTS

CONTENT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS K-4

- Students will:
- a. Discuss a variety of sources for art content.
 - b. Select and use subject matter, symbols and ideas to communicate meaning.

Grade 2	Grade 4
<p>3.2.1 Students review early abstract art for connections to music (i.e., Kandinsky, Gorky, etc.); associate a particular color with a specific note or musical passage; and while listening to a piece of selected music, respond by using color (i.e., marker, crayon, paint, etc.) on paper to portray a visual structure of the music. Students 1c, 2abc, 3ab, 5c, 6ab</p> <p>3.2.2 Students create a journal of visual images (i.e., using cut out pictures from magazines, newspapers, photos, etc.) that reflect students’ interest and tastes. Standard 3b</p> <p>3.2.3 Students discuss works of art in which objects are hidden or disguised (i.e., Rousseau’s jungle paintings, Silverstein’s portraits, M.C. Escher’s prints, Bev Doolittle’s painting, etc.); brainstorm with classmates what objects could be hidden in their imaginative environments; and create artwork (i.e., painting, collage, drawing, etc.) that utilizes hidden or disguised objects. Standards 1c, 2ab, 3ab, 5c</p> <p>3.2.4 Students look at and analyze a series of artwork in which artists (i.e., Faith Ringgold, Romare Beardon, Marc Chagall, etc.) use events in their own lives as subject matter to create an artwork (i.e., memory box, painting, collage) that reflects events in their own life. Standards 1ac, 2ab, 3ab, 4a, 5ab</p> <p>3.2.5 Students review maps, charts, etc. to see how designers and cartographers use symbols to depict various elements within that map or chart; and design a map that depicts one’s neighborhood or route to school using symbols that the student designs. Standards 2a, 3b, 5ac, 6d</p>	<p>3.4.1 Students discuss the history of figurative pottery (i.e., Pueblo story teller dolls & Kachinas, Peruvian stirrup vessels, etc.); describe the role of the dolls in the context of the story; review materials, techniques, and processes used in creating a three-dimensional ceramic piece; and after listening to an original Native American legend, write their own story based on a cultural event and create a figurative bowl in clay; and evaluate how well the piece symbolizes the main idea of the story. Standards 1a, 3ab, 4ab, 5a, 6b</p> <p>3.4.2 Students viewing the works of various architects (i.e., Frank Lloyd Wright, LeCorbusier, Gaudi, etc.) discuss how architects design buildings with specific environments in mind; choose one specific environment (i.e., desert, underwater, north pole, etc.) and create a three-dimensional building from found objects which reflects the chosen environment; and use peer assessment (checklist, rubric, written critique, etc.) to evaluate how well the chosen objects and completed structure are integrated with the student’s environment. Standards 1b, 2ab, 3ab, 5acd</p> <p>3.4.3 Students keep a journal of favorite colors, motifs, shapes, etc. and describe how they might be used (i.e., in drawings, paintings, ceramics, printmaking, etc.) Standard 3b</p>

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Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS 5-8

Students will:

- a. Consider, select from and apply a variety of sources for art content to communicate intended meaning.**
- b. Consider and compare the sources for subject matter, symbols and ideas in their own and others’ work.**

Grade 6	Grade 8
<p>3.6.1 Students study the symbols and meanings behind traditional Western playing cards; examine a non-Western culture (i.e., Nigerian, Indian, Japanese, etc.) for symbols used in governmental hierachy and pageantry; create a new set of playing cards using technology (i.e., computer, photo, copier, etc.) incorporating symbols from the chosen culture; compare to traditional Western or American playing cards and evaluate changes or similarities in composition, emphasis, pattern, etc. Standards 1c, 2ab, 3ab, 4c, 5b</p> <p>3.6.2 Students examine a variety of logos currently used; discuss which are most easily recognized and what elements and principles are clearly evident in these designs; discuss the physiological and psychological properties of color, shape, etc. which affect the viewer and how designers incorporate this knowledge with design principles to create an intended image and viewer reaction; create a new product or service and design a logo that will be reflective of the particular product/service’s integrity, quality, recognizability, etc. and use peer evaluation for critique of logo’s effectiveness on selected groups. Standards 1c, 2abc, 3ab, 5abe</p> <p>3.6.3 Students discuss the universal meaning of various facial expressions across different cultures. Study artworks from different cultures to determine which visual cues and subtle variations are recognizable on a global basis for meaning, design and subject matter. Students will study specific techniques and styles used by a particular culture (i.e., Northwest Pacific totem masks, Kabuki Japanese theatre masks, Munch’s expressive paintings and prints, etc.). Students will use the information to create three faces with unique expressions. Assemble work for display and have group participation in evaluating the effectiveness of the artworks in conveying meaning. Standards 1c, 2b, 3ab, 5bcde</p>	<p>3.8.1 Students given a theme such as “The Horrors of War”, select #6 artwork from a variety of cultures and time periods for an art exhibit using photographs, prints, paintings, sculpture, and/or examples of children’s artwork (i.e., samples collected after the Oklahoma City bombing, children from the Bosnian conflict, etc.); discuss universal meanings in art that cross over cultures and time, and reflect on the effect of media and technology on society’s reaction to the theme; and discuss how each medium has had an effect on audiences and society. Standards 3ab, 4ac, 5ade</p> <p>3.8.2 Students discuss the role of value and contrast using drawing media (i.e., charcoal, pencil, conte crayon, etc.) and have students use proportion to enlarge a small square section of a reproduction (i.e., Picasso’s “Guernica”, Kathe Kollwiz prints, etc.); view the finished grid project and the original reproduction in whole to discuss the role of content versus basic abstract elements; analyze how the artists convey particular feelings, emotions and ideas; and evaluate the aesthetic approach and role of content in this context. Standards 1a, 3b, 4b, 5de</p> <p>3.8.3 Students design a personal symbol (i.e., such as Chinese inspired calligraphy, Egyptian cartouche, etc.) that represents their name and incorporate that symbol into a self-portrait. Standards 3ab</p>

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CONSTANT STANDARD 3: Content

Students will consider, select and apply a range of subject matter, symbols and ideas.

PERFORMANCE STANDARDS 9-12

Students will:

- a. Use, record and develop ideas for content over time.**
- b. Use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts and cultural and aesthetic values to communicate intended meaning.**

Grade 10	Grade 12
3.10.1 Students keep a sketchbook to record and develop visual and written ideas over time. Standard 3a	3.12.1 Students view, analyze, and discuss conceptual art such as creations by Christo, Skoglund, Guerrila Girls, etc.); brainstorm aesthetic issues for conceptual art; interpret the role of content in art; and debate and select important issues culminating in a group decision for a concept of focus to be created in an environmental installation to display with the school. Standards 3b, 4abc, 5cd
3.10.2 Students create a series of media squares, interpreting an organic object in six different ways such as realistic, abstract, impressionistic, surrealistic, expressive, and computer generated. Standards 1b, 2c, 3a	3.12.2 Students keep portfolio of ideas and works in progress from sketches to final product. Standards 3a, 5f
3.10.3 Students decipher and discuss opinions on the purpose of traditional and contemporary crafts within a variety of cultures and time periods; using the Internet as a source, choose four images from a variety of cultures and time periods using the same craft medium; and compare objects and determine and justify the role of function and artist’s intent. Standards 3b, 4abc, 5a, 6a	3.12.3 Students research an idea thoroughly such as still life to create a personal artwork using an individual’s choice of ideas, symbols, processes, materials and techniques. Standards 1b, 3ab
3.10.4 Students select and assemble images for a picture file (animals, plants, machines, etc.) to be used as sources and ideas for artwork. Standards 3ab	3.12.4 Students create a body of work with a specific theme (i.e., alphabet); and using photography and bookbinding processes, create a finished piece. Standards 1ab, 3b
3.10.5 Students study and research historical architecture from Western and Nonwestern cultures; and combine architectural images to represent characteristics of student’s personality using a three dimensional medium in a functional form (i.e., birdhouses, funerary urns, cookie jars, etc.). Standards 1b, 3b,5a	3.12.5 Students given a specific work (i.e., power) generate a two and three dimensional art project using appropriate medium to illustrate word or concept (the literary concept of connotation of a word); comment on thought and technique processes and compare work with that of other students in a group critique; and examine artists in relation to this concept (i.e., Juan Gris and Barbara Krueger). Standards 1ab, 3b, 4a
3.10.6 Students develop a journal in which they collect, record and reflect on ideas, and use documentation of techniques and processes as a project is initiated, in progress, and upon its completion. Standards 1b, 3a, 5f	